

# DATA VISUALIZATION

# FINAL PROJECT

A.Y. 2023-2024

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UNIVERSITÀ  
DEGLI STUDI  
DI TRIESTE

# Topic and data introduction

**Topic:** Gender inequalities in Europe

**Data:** We used 3 different datasets:

1. [Eurostat, Positions held by women in senior management positions](#)
  - Share of **female board members** in the largest publicly listed companies
  - **35** European countries
  - Data is from **2003** to **2022**
  - The original data comes from EIGE



# Topic and data introduction (cont.)

## 2. [Eurostat, Gender overall earnings gap](#)

- **Synthetic gender-gap indicator:** percentage of extra mean earnings that men obtain with respect to women
- **31** European countries
- Data is from **2018**
- Data is the sum of 3 of the EU-LFS main indicators

## 3. [Istat, Violenza sulle donne](#)

- Diffusion of several **stereotypes**, considering the percentage of people who agree with them
- **Italian** population aged 18-74
- Data is from **2018**



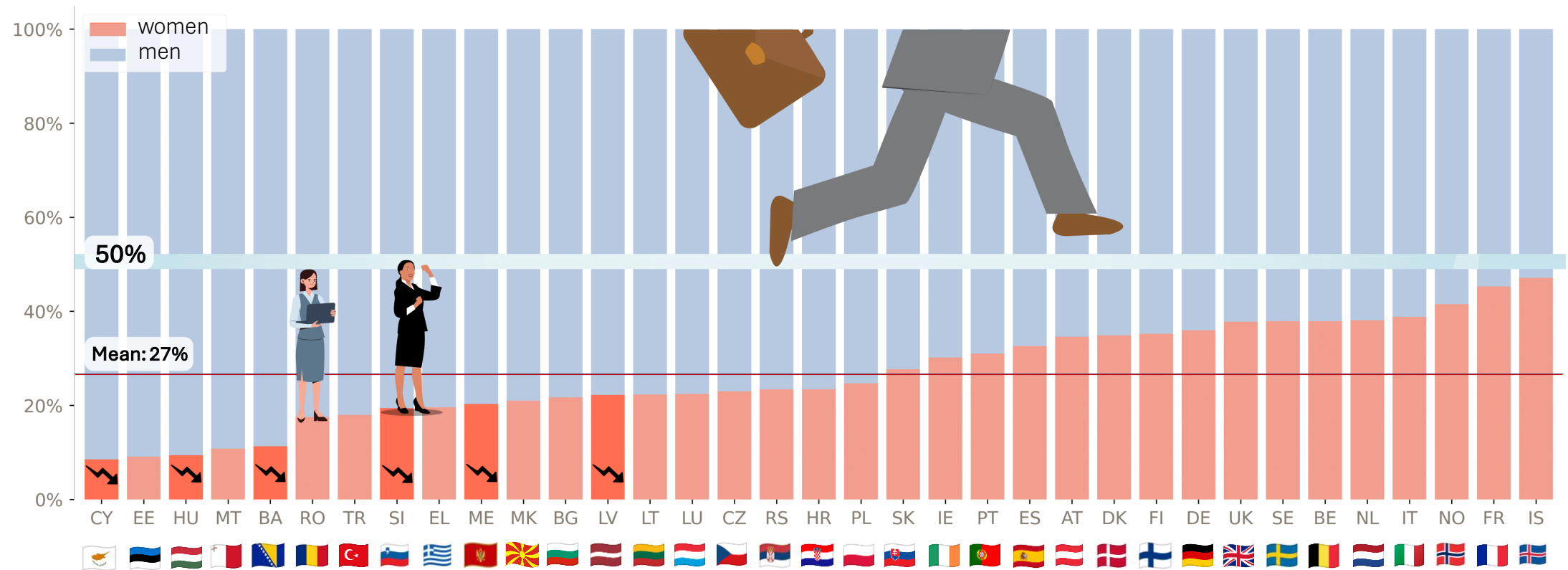
# Addressed questions

1. Are there inequalities in women's representation in **leadership positions**?
2. Are gender inequalities reflected in **women's retribution**?
3. In Italy, are gender inequalities supported by any **common beliefs**? What are the differences among the population?



# Europe does not break the “glass ceiling”

In 2021, the percentage of **senior management positions** held by women was **below 50%** for all the 35 European countries listed



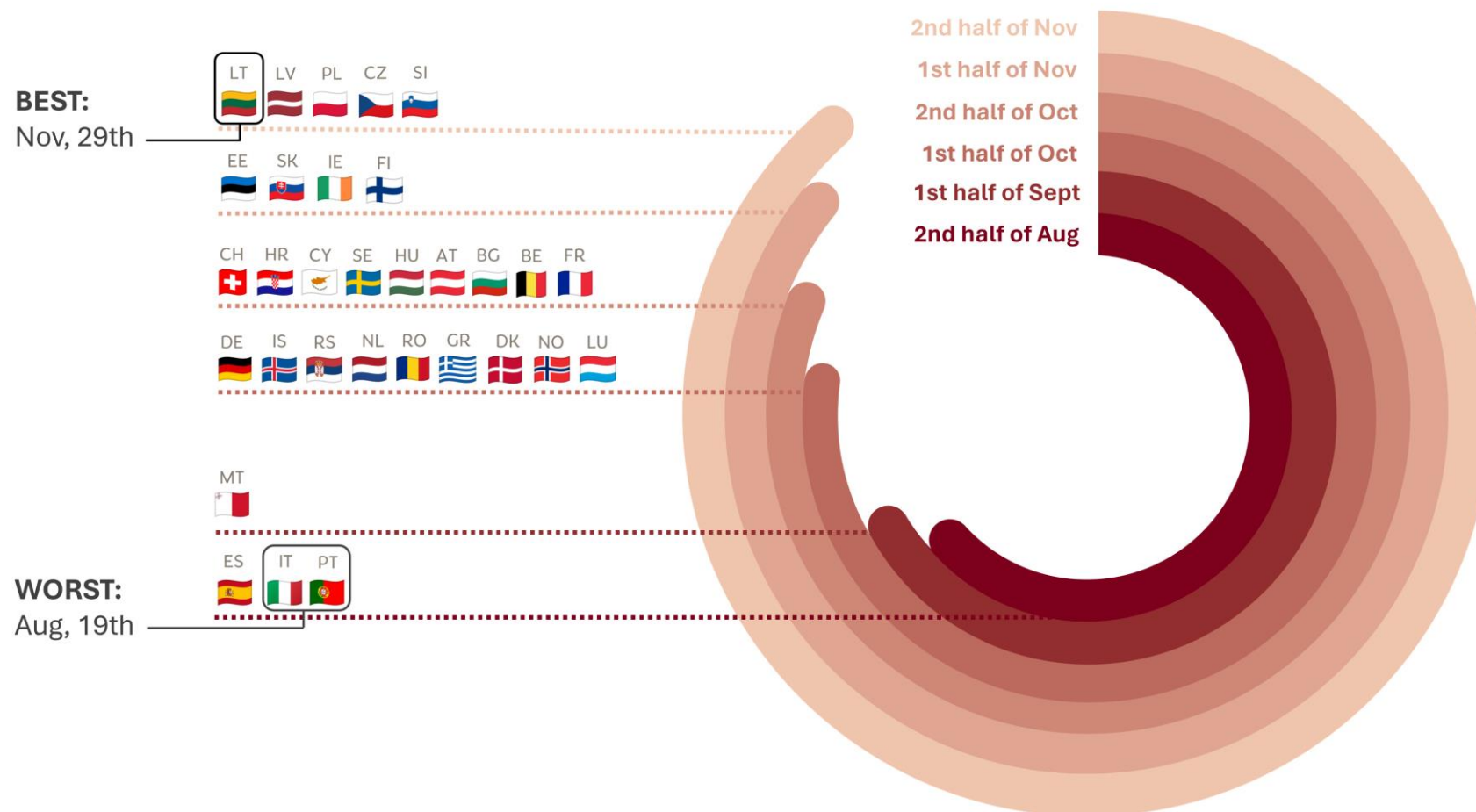
The  denotes a country whose value decreased from 2018

# Data attributes and corresponding visual channels

Data attribute	Attribute type	Visual channel
<b>Percentage</b> of <b>female</b> board members	Quantitative	<b>Length</b> of bars on Y axis (sorted in ascending order)
<b>Gender</b>	Categorical	<b>Color</b> of bars
European <b>countries</b>	Categorical	Country flag <b>emoji</b> and ISO2 <b>country code</b> on X axis (sorted by percentage of female board members)
<b>Situation</b> of a country: has improved/got worse with respect to 2018	Categorical	<b>Color</b> of bars and <b>glyphs</b> (arrow on bars)

# When men can clock out while women keep working

On which time of the year can a man stop working and still obtain the **same salary** as a woman working throughout the entire year?



# Data attributes and corresponding visual channels

Data attribute	Attribute type	Visual channel
<b>Time</b> of year	Ordinal	<b>Length</b> of semicircumferences. Entire year = full circumference
European <b>countries</b>	Categorical	Country flag <b>emoji</b> and ISO2 <b>country code</b> (sorted by time of year)
<b>Countries</b> with the worst situation in terms of time of year	Ordinal	<b>Colors</b> of semicircumferences

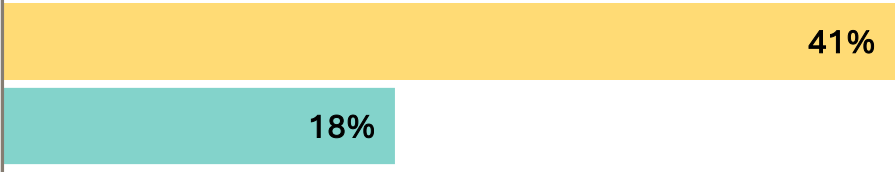
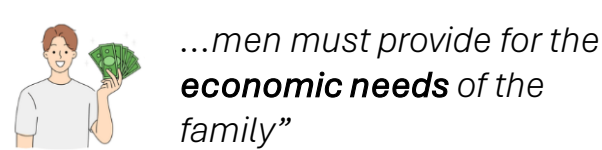


# Italy: the higher the education, the lower the stereotypes

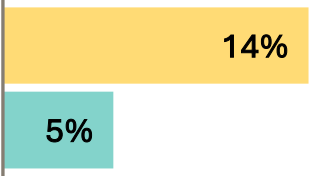
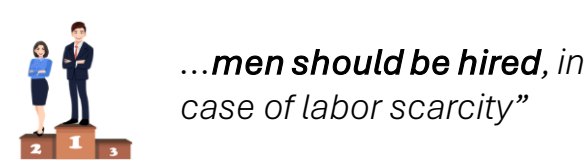
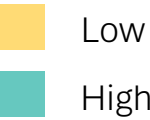
The percentage of Italians who agree with a **gender role stereotype** varies with the education level

## Stereotypes:

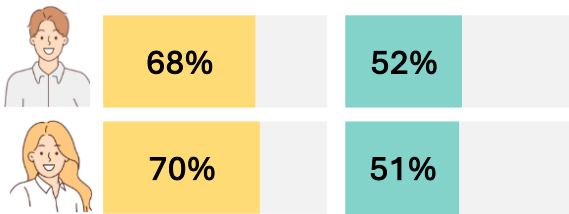
“More than women...



## Education level



## Gender has no impact instead



Italians who agree with **at least one** gender role stereotype

# Data attributes and corresponding visual channels

Data attribute	Attribute type	Visual channel
<b>Bigger graph</b>		
Different <b>stereotypes</b>	Categorical	<b>Labels</b> and <b>icons</b> on Y axis (sorted by low education)
<b>Percentage</b> of people who agree with each stereotype	Quantitative	<b>Length</b> of bars on X axis and <b>labels</b> inside bars
<b>Smaller graph</b>		
<b>Gender</b> of respondents	Categorical	<b>Icons</b> on Y axis
<b>Percentage</b> of people who agree with at least one stereotype	Quantitative	<b>Length</b> of bars and <b>labels</b> inside bars
<b>Both graphs</b>		
<b>Education</b> level of respondents	Categorical	<b>Color</b> of bars

# Individual contribution

Main contributor for each visualization:

- Visualization on glass ceiling in Europe: **Sara Cocomello**
- Visualization on gender gap as working days: **Sara Candussio**
- Visualization on gender role stereotypes: **Silvia Imeneo**



For each visualization, the single student has been working on:

- Data extraction and analysis
- Preparation of the visualization
- Description of the data attributes and the corresponding visual channels

**Feedback and suggestions** on each visualization have been shared by **all groupmates**.

Final aesthetic refinements have been done by the three students together.